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| 6  Snow day make up work | 7  Pretest in R/W and SS  Passage with problem, students write a solution and answer questions. | 8  R: W1 Students will explain what it means to be a responsible community member. Share a problem and students come up with two or three solutions.  W: Students identify problems and who is affected. S jot down thoughts about problems they have had as individuals. Why is it a problem and who/what does it hurt/affect?  SS: Students explain what a community is and what it means to be a responsible community member. | 9 | 10  R: W2 Student’s identify a problem within a story. (Problem/Solution Chart)  W: Students record a tough problem in their journal. Use questions on p. 3 to guide them.  SS: Students complete p. 71 in their Interactive NB. |
| 13  R: W2 Rosie Cards, students answer questions about the story. (P/S Chart)  W: Students revise and edit their tough problem. | 14  R: W3 Students identify a class problem, using a previously made list of problems.  W: Students jot down solutions to the class problem.  SS: Chapter 11 p.119 | 15  R: W4 Students compare and contrast problems and solutions in SS text, sections 11.3-11.4 (tg p. 141 Step 8).  W: Continue writing about a problem/solution in writing journal, make comparisons if relevant. | 16  R: W5 Students will respond to visual 11E Homework Help.  W: Students will write steps to solving a problem or about a time when they helped someone.  SS: Identify problems in Omaha Indian Reservation Community, p.141 Steps 6-7. | 17  R: W6 SS p.134-137 Students use sequence GO to write steps to solve the problem.  W: Students will use the sequence GO to solve their own problem.  SS: 12C |
| 20  President’s Day | 21  No School | 22  R: W7 Students will share their writing from journals in response groups after teacher models.  W: Continue writing problems using steps (bulleted in lesson).  SS: p 124-127 Homework Help | 23  R: W8 Students analyze story from multiple perspectives or points of view. Rosie’s Story and other mentor text.  W: Think about problems you have written about and see if there are other points of view.  SS: How can one person make a difference? | 24  R: W9 Read Teammates and discuss what advocate means.  W: Write about a time when you had a problem and someone advocated for you.  SS: Mapping or PEACE |
| 27  R: W10 Students continue to learn about and discuss advocacy through book Teammates, answer questions in groups.  W: Write about a time when you advocated or backed someone up. | 28  R: W11 Students begin to understand what it means to advocate for themselves, through discussion of Side by Side. Start class advocacy chart.  W: Write about a time when you advocated for yourself, what was the problem and what steps did you take to solve the problem? | 29  R: W12 Students discuss Side by Side and us advocating for someone. Students add to chart and get individual advocacy charts.  W: Students continue writing about a time that they advocated for themselves or someone. Students share.  \*\*How do you speak up or advocate through, reading, writing, and speaking. | 1  R: W13 Read Aloud  and discuss what we think we will see/hear on our walk through the community.  W: Walk, observe, and take notes, journal and share time. | 2  R: W14 Revisit City Green and answer questions. Why and how did they make a positive change?  W: Students develop ideas of how we can improve our community, chart ideas. Teacher models, then students work in groups. |
| 5  R: W15 Read Aloud, students answer questions demonstrating their knowledge of the unit.  GR: Students read and discuss Samantha/Earth Day Group.  W: Students choose one idea to “speak up” about and describe it in their journals (final project). | 6  R: W16 Continue working with read aloud or present new, add to KLEW charts.  GR: Students read and discuss Samantha/Earth Day Group.  W: Show students example Discovery Chart, model/shared writing, students complete chart independently as guide for their presentation. | 7  R: W17-18 Discuss more specific expectations of presentation. What is a presentation? Here are some ideas how to present…  GR: Students read and discuss Samantha/Earth Day Group.  W: Students continue working on their presentations alone, with partners, or in guided writing groups. | 8  R/W: W17-18 Students continue working on projects.  GR: Students read and discuss Samantha/Earth Day Group. | 9  R/W: W19-20 Students present and others listen, ask questions, and share what they have learned on comment sheet. |
| 12  R/W: W19-20 Continue presentations | 13  Post-test in R/W and SS New passage with a problem, students answer questions and write a solution. |  |  |  |